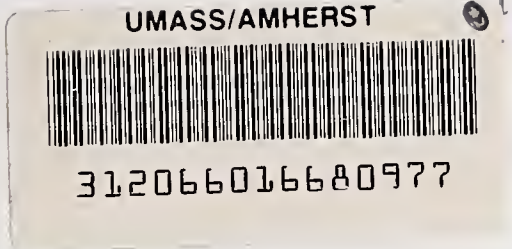


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# OFFICE OF THE MAYOR

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) 349-4321

Fax (617) 864-9950

Kenneth E. Reeves  
Mayor

February 15, 1994

[ Cambridge Charter School ]

GOVERNMENT DOCUMENTS  
COLLECTION  
JUN 08 1994  
University of Massachusetts  
Depository Copy

To Whom It May Concern:

I would like to express my strong support for the Charter School initiative here proposed. This school, to be located in Central Square, the heart of Cambridge, will address a dire and long-standing educational need here.

As Mayor of Cambridge, I serve as chairperson of the Cambridge School Committee. During the past year, I co-chaired a Task Force on the Potential of Students. This Task Force brought together school administrators, parents, teachers, and youth advocates from a variety of backgrounds in an attempt to determine whether all of Cambridge's children were receiving an equal, quality education. Furthermore, we were concerned with whether our schools were providing children with the mathematics and science skills which will be required for job competitiveness in the upcoming century.

We were concerned and challenged by our findings. Blacks and Hispanics do not always receive an equal education, particularly in the areas of mathematics and science. And while the Cambridge Schools have worked hard to address such inequities by such measures as the institution of a city-wide algebra requirement for all eighth graders, gaps in education continue for many of our poorest communities.

It is my belief that the proposed charter school will help remedy this situation by providing a challenging and encouraging academic environment for ethnic youths, thus helping to better prepare our children for success in the future. I am impressed and confident in the abilities of those who have worked so hard on this initiative, and look forward to their involvement in the education of Cambridge's children.

I hope that you will support this initiative. Cambridge needs this school.

Sincerely,  
*Kenneth E. Reeves*  
Kenneth E. Reeves  
Mayor

February 15, 1994

Piedad F. Robertson, Secretary of Education  
Room 1401, McCormack Bldg  
One Ashburton Place  
Boston, MA 02108-1696

Dear Secretary Robertson:

Enclosed please find an application for a state Charter School, in accordance with Massachusetts General Law Chapter 71, section 89. This application was completed by parents, teachers and administrators within the Cambridge community.


As a community pastor and leader, I have long been concerned about the lack of performance of minority and low-income students in Cambridge. In the years that I've lived in the community, I have noticed that children of color, and those that come from low-income status have always been at a disadvantage when it comes to educational opportunity. Several reports, coming from the Concerned Black Staff of the Cambridge Public School System (1985, 1986, 1992), the Rainbow Coalition (1992) and the School Committee's Task Force on the Potential of Students (TOPS, 1993) yielded disturbing trends, particularly in math and science performance for poor students and students of color on all levels. Childhood in Cambridge, for them, has become a challenge and in some respects a point of frustration.

Several weeks ago, a group of parents who shared my concerns asked if I would convene a group to consider the possibility of starting a charter school in Cambridge. The results is the enclosed application and letters of support. I was and continue to be amazed at the type of people we were able to pull together, which includes a Harvard Law professor, a high school Assistant Principal, school administrators, teachers, and an excellent representation of parents. We have been able in a short time to put this application together. What we lack in ability we make up in the zeal and determination to change the tide of educational opportunity for our children.

I've included another letter from a group seeking to start a similar charter school in Cambridge, and it is their desire to join us. Although we welcome the opportunity to dialogue, we hope our application will stand on our own merits.

Thank you very much for your time and consideration in this matter. If you need further information about our proposal please contact me at (617) 354-6686.

Sincerely,



Rev. Jeffrey L. Brown  
Chair, Cambridge Charter School Project

Enclosure



942-29

# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application Designated Contact Person*

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

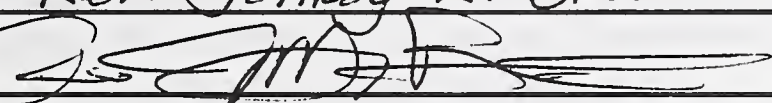
RECEIVED

FEB 15 1994

EXECUTIVE OFFICE  
OF EDUCATION

Please print or type:

Name of organization/group filing for charter school status

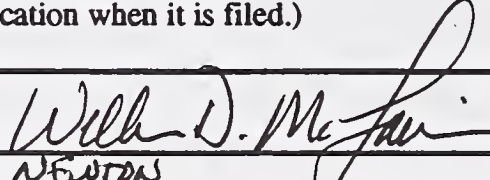
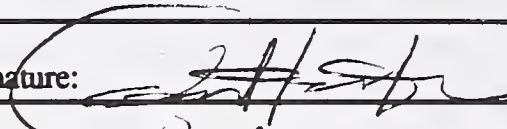

Contact Person Name:	Rev. Jeffrey L. Brown	
Signature:		Date: 2/14/1994
Title:	Minister, Union Baptist Church, Cambridge	
Address:	184 Raymond St (residence)	
City:	Cambridge	
State:	MA	
Zip:	02140	
Telephone:	(617) 354-6686	
Fax:	(617) 349-4897	

# Commonwealth of Massachusetts Executive Office of Education

## Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the \_\_\_\_\_th day of \_\_\_\_\_(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: <u>William D. McLain</u>	Signature: <u></u>	Date: <u>2/14/94</u>
Address: <u>72 FISHER AVE</u>	City: <u>HIGHLANDS</u> <small>NEUTON</small>	State: <u>MA</u>
		Zip: <u>02161</u>
		Tel: <u>332-4635</u>
Name: <u>Candice Hunter</u>	Signature: <u></u>	Date: <u>2-15-94</u>
Address: <u>23 Rockwell St.</u>	City: <u>CAMBRIDGE</u>	State: <u>MA</u>
		Zip: <u>02139</u>
		Tel: <u>491-4465</u>
Name: <u>CHARLES NESSON</u>	Signature: <u></u>	Date: <u>2-15-94</u>
Address: <u>5 HUBBARD PK</u>	City: <u>CAMBRIDGE</u>	State: <u>MA</u>
		Zip: <u>02138</u>
		Tel: <u>617-547-9469</u>

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
Address:	City:	State:
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		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



# Commonwealth of Massachusetts

## Executive Office of Education

### Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the \_\_\_\_\_th day of \_\_\_\_\_(month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Tamara Benicant	Signature: Tamara Benicant	Date: 2-14-94
Address: 55 Eliot St	City: Brookline	State: MA
		Zip: 02167
		Tel: 739-7495
Name: Lynette Riley Belle	Signature: Lynette Riley Belle	Date: 2/14/94
Address: 4 University Rd.	City: Cambridge	State: MA
		Zip: 02138
		Tel: 876-2746
Name: Elaine Thorne	Signature: Elaine C Thorne	Date: 2.14.1994
Address: 40 Hayes St.	City: Cambridge	State: MA
		Zip:
		Tel: 12139-2906
Name: Kathy Reddick	Signature: Kathy Reddick	Date: 2-14-94
Address: 209 Rindge Ave #1	City: Cambridge	State: MA
		Zip: 02140
		Tel: 354-1390
Name: Clark Reddick	Signature: Clark Reddick	Date: 2-14-94
Address: 209 Rindge Ave #1	City: Cambridge	State:
		Zip: 02140
		Tel: 354-1390
Name: Marie Lisensky	Signature: Marie Lisensky	Date: 2-14-94
Address: 25 Wendell St	City: Cambridge	State: MA
		Zip: 02138
		Tel: 02138
Name: William Finney	Signature: William Finney	Date: 2-14-94
Address: 95 Prescott St	City: Cambridge	State: MA
		Zip: 02138
		Tel: 495-2592
Name: Jeffrey Brown	Signature: Jeffrey Brown	Date: 2-14-94
Address: 134 Raymond St.	City: Cambridge	State: MA
		Zip: 02140
		Tel: 354-6686

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108



*The Commonwealth of Massachusetts*

HOUSE OF REPRESENTATIVES  
STATE HOUSE, BOSTON 02133

ALVIN E. THOMPSON  
REPRESENTATIVE  
28TH MIDDLESEX DISTRICT  
CAMBRIDGE

February 15, 1994

Public Service, Vice Chair  
Rules Committee

ROOM 171, STATE HOUSE  
TEL. 617-722-2783

Piedad F. Robertson  
Secretary of Education  
One Ashburton Place - Room 1401  
Boston, MA 02108

Dear Piedad,

Often letters of support are written by state representatives for constituents who are not always first rate because of what I call "misplaced loyalty". Such is not the case with this letter of support. Rev. Jeffery Brown has done an outstanding job of assembling a multiracial, multiethnic group of Cambridge parents, teachers, administrators, and even a Harvard Law Professor thrown in; to complete the initial planning for the development of a Cambridge Charter School, I've had the opportunity to personally attend 2 or 3 of the meetings, and I can attest to the hard work, dedication, and thoughtfulness that characterize this group.

I wholeheartedly endorse this Charter School application, and I fully understand some of the frustrations with the Cambridge Public School Elementary system that are at the foundation of the group's effort to bring about some meaningful change. I also know that the depth of educational expertise of some of the members of the group should go a long way to foster educational innovation within this Charter school in particular and thereby perhaps Cambridge Public Schools in general. If you need any further indication of my support, or if I can answer any of your questions, please don't hesitate to call me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alvin E. Thompson".

MASSACHUSETTS CHARTER SCHOOL  
APPLICATION

Submitted by  
The Cambridge Charter School Project  
(617) 354-6686

Jeffrey Brown - Project Chair



## CHARTER SCHOOL APPLICATION: PART I

### QUESTION #1 - MISSION STATEMENT:

- A. Describe the core philosophy or underlying purpose of the proposed school.
- Our primary mission is to understand and learn to overcome barriers to academic achievement in math and science, experienced particularly by poor, minority, and female children.
  - Our secondary mission is to create a replicable model of a process for change and regeneration within a teaching faculty.

### QUESTION #2 - SCHOOL OBJECTIVES:

- A. What are the school's broad academic objectives for student learning?
- To learn how to grow the natural curiosity of all children without crippling the natural curiosity of any.
  - To integrate math and science into a core program of studies that includes language arts and social studies, and builds a strong foundation of skills, both applicable to, and necessary for, lifelong learning.
  - To make technology an integral part of the classroom experience so that students may become not only efficient users of technology, but also the leaders, teachers and developers of the technology of the future.
  - To develop student foreign language proficiency and fluency (written and verbal) in two or more languages.
  - To teach students how to effectively and creatively negotiate the demands of hands-on, cooperative, project-based learning, particularly in the sciences.
- B. Describe any non-academic goals for student performance.
- To integrate the life and work of students in school with their life and work in family and community.



- To create a school environment where learning becomes a more active process for the student.
- To help students become academically motivated, “self-teaching” learners.
- To teach students how to set realistic yet demanding academic goals, and offer strategies for how they might meet those goals.
- To foster mentor relationships between older youths and younger students.
- To help students recognize their vital roles as members of families and of the larger community.
- To instill a sense of citizenship, pride and civic responsibility in all students, regardless of age, sex and racial, ethnic or socio-economic background.
- To help students recognize the link between the lessons of the classroom and the workings of the wider world.

C. What type of community environment do you hope to foster at your school?

- Our school environment will be one of investigation and creativity within a framework of mutual respect for the diversity of all members of the student, teacher, administrative and parent community.
- We hope to create an environment where students, parents, teachers and administrators can and will work as an educational team, able to produce clear and measurable academic achievements.
- We will create a safe and exciting learning community that encompasses students, parents, teachers, administrators, neighborhood businesspeople and leaders from the wider community.
- Our school community will foster self-expression, self-discovery, acceptance, curiosity, sensitivity, pride and excellence.

QUESTION #3 - STATEMENT OF NEED:

A. Why is there a need for this type of school?

- There is a need for this type of school because of the clear and long-standing discrepancy in achievement levels of ethnic, lower-income, and female students in math and science (and to a lesser degree, in language arts and social studies).

- The research data from three separate studies examining the academic achievement of ethnic groups at Cambridge Rindge and Latin School (CRLS), discloses the following CRLS enrollment patterns for ethnic students in upper-level courses:
  1. Blacks and Hispanics are under-represented in upper-level math, science and English courses.
  2. Asians and whites are over-represented in upper-level math, science and English courses.
  3. The under-representation of Blacks and Hispanics is highest in math, followed by science and English respectively.
  4. Asians lead all ethnic groups in their representation in math, science and English upper-level courses, followed by Whites, Blacks and Hispanics respectively.
  5. Although there have been sporadic, small numbers of Native Americans enrolled at CRLS over the years, there has been no corresponding enrollment of Native Americans in upper-level courses.
- An enclosed follow-up survey completed in March 1992 shows that little progress has been made in addressing the imbalance in upper-level enrollments by ethnic students, particularly among Blacks and Hispanics, and also by lower income white students.

B. Explain why a charter school would help effectively address this need.

- Given the preceding survey results, it is clear that programs and methods for encouraging academic achievement of ethnic students in math and science, are conspicuously absent from the educational landscape in Cambridge. Our charter school will go a long way toward remedying this situation.
- As stated previously, our primary mission is to understand and learn to overcome barriers to academic achievement, particularly in math and science. We intend to address this need *before* students enter high school, and expect that our intervention will create an increase in ethnic enrollments in upper-level courses, later on.

QUESTION #4 - SCHOOL DEMOGRAPHICS:

- A. Describe the area where the school will be located. If a facility has already been secured, please so state.



- Our present intention is to locate the school at the facility known as St. Mary's Catholic School. These facilities are now unused, available, and in need of renovation. St. Mary's is located in an area near Central Square, Cambridge, in a diverse, relatively poor neighborhood.

B. Why was this location selected?

- Because a large number of students who comprise our target population live in the nearby area.
- Because establishment of our charter school at this site will revitalize a community facility and help further vitalize the area.
- Because the wider population of Cambridge can easily reach this site by public transportation.

C. Describe any unique characteristics of the student population to be served.

- The uniqueness of our intended school population lies in the characteristics which describe those least served by our present educational system. According to school system data, this population disproportionately includes children of color, bilingual children, poor children, and, in certain curriculum areas, female children.

D. What is the school's anticipated enrollment?

- 150 students.

E. What grade levels will be served? How many students are expected to be in each grade or grouping?

- Grades 3-8, with 25 students per grade. The grade structure will be open to examination and possible change. We expect grade pairing and teaching across grade levels to be part of our program.

QUESTION #5 - RECRUITING & MARKETING PLAN:

A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.

- We will use open forums, meetings, and the news media to describe our plans, to seek advice and further suggestion, and to enlist the broadest possible base of support.
- Our expectation, based on initial discussions with parents, is that there will be great interest and enthusiasm in our school program.

- B. Specifically, what type of outreach will be made to potential students and their families.
- We expect to send home, and/or mail leaflets to all parents of elementary-age children throughout the Cambridge system.
  - We will advertise and hold regular information sessions at elementary school sites throughout the city, where parents can speak with the charter school's administrators, teachers, students, and other parents.
  - We will set up a telephone information line, and expect to have staffers doing telephone outreach work in order to alert potential families to this new educational opportunity for children in the city.

QUESTION #6 - ADMISSIONS POLICY:

- A. Describe the admission methods and standards you will use to select students.
- Admissions objectives:
    - nondiscrimination
    - to achieve the mission of the school, which is to overcome barriers to achievement in math and science, experienced particularly by poor, minority, and female children.
  - Admissions procedure:
    - interview
    - personal statement (grades 5-8)
    - school records
    - recommendations
    - parent's/guardian's statement
  - Judging applications:
    - Admissions committee consisting of a diverse and representative group from among the Charter School's founders.
    - Staff consisting of an admissions director who prepares distributes, and coordinates the handling of all completed admissions files.
    - Each application judged and sated independently by individual members of the admissions committee, the admissions decision to depend on a composite rating.
- B. Explain how these policies further the mission of the school in a non-discriminatory fashion.



- Our admissions policy will further the mission of the school in a non-discriminatory way by having a diverse group of people, all of whom are committed to the mission of the school, make individual, in-depth assessments of each applicant's suitability for placement in the school.

QUESTION #7 - PROFILE OF THE FOUNDING COALITION:

A. Describe the make-up of the group or partnership that is working together to apply for a charter.

- Our founding coalition presently consists of a multi-racial, multi-cultural group of parents, system teachers and administrators, outside educators, and community leaders.

B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

- Over the past six or seven years the Cambridge Public Schools have been the subject of a series of external and internal reports, revealing the paucity of academic achievement, especially in math and science among Blacks, Hispanics, and low income White students.

It was the seriousness of these reports that spurred a group of parents to ask Reverend Jeffrey Brown to chair a group that would consider developing a proposal for a Cambridge Charter School.

Since that early beginning, we now have a solid group that has begun to informally talk with other organizations such as: *The American Academy of Arts & Science, Harvard Graduate School of Education, The W.E.B. DuBois Academy, and the Lotus Corporation.* We have not yet had the time to fully explore other possible affiliations, but we most certainly will in the future.

C. Include any plans for further recruitment of founders or organizers of the school.

- We are a bit reluctant about moving too rapidly ahead with recruiting more teachers, parents and administrators until we complete "Phase One" of our plan. That is, to convene a representative group of 10-15 people to complete parts I and II of the Charter School application. Our "Phase Two" plans include the recruitment of an additional 10-15 people who will help us complete part III of the application, should we receive state approval. This larger group will then participate in the selection of our board of trustees.

QUESTION #8 - TIMETABLE:

- A. Discuss a timetable of events leading to the opening of a charter school.
- B. If preparing for a 1994 charter, demonstrate the feasibility of opening doors this fall, in the event of a legislative change in the starting date.
- We want to at least explore the possibility of opening in the Fall of 1994. This could be possible for us because ours is not what might be described as a *Nirvana* model in which everything is new right from the beginning. Rather our approach is to start in many respects from where we are, subject to basic changes in calendar and organization (described below).

We plan to introduce a change process into the school, which will enable it to be a learning, changing institution. From our point of view, the sooner we begin, the better.

However, we say "explore" because we are at this point, only at the beginning stages of considering the facilities problem, which may not be amenable to solution in time for Fall 1994, even if all else fell into place.



PART IIQUESTION #9 - EVIDENCE OF SUPPORT:

- A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.
- Please see attached letters of support from community leaders and educators.
  - While we are confident of wide community support, we have not yet publicized our plans. We will do this as part of the next stage of our development process.

QUESTION #10 - EDUCATIONAL PROGRAM:

- A. In detail, describe the educational program of the school.
- TEACHERS: The core of our program will be built around teachers learning to be open to the possibilities of the future. We believe that the most powerful teaching is done by example. Our school will employ teachers who show themselves to be open to the future by being themselves, users of new educational intelligence and technology.
  - TECHNOLOGY: Our method will embrace technology, used to stimulate both teachers and students. Our intention is to network the entire school environment, and use technology in all phases of our school program, as an integral part of our teaching and learning process. This has been the successful strategy of the Dalton School in New York City, from which we have drawn some of our inspiration. Educators at Dalton have paved the way in using technology in k-12 education. We will use their model and their software.
  - CURRICULUM: Our program will teach the basic skills of reading, writing, and analytic thinking, with an emphasis on exploring the worlds of science and mathematics.

We will coordinate and integrate our core subject areas as much as possible around central subject themes. For example:

- *Egypt:* Do the genius of the Pyramids, the Sphinx, hieroglyphic writing, and the Art and Architecture of the empires of the Pharaohs have deep roots in black Africa?
- *South Africa:* Can power be successfully transferred across racial lines without explosion into war?

Exploring large thematic questions such as these, would involve the study of

politics, sociology, economics, geology, literature and the arts, enabling math, science, language arts, and social studies teachers to work as teams in presenting and exploring material with students.

It is our intention to make education a process of exploration and creative synthesis.

B. What is the basis for the teaching methods to be used?

- We intend to build into our program, as a central feature, time for teachers to attend presentations by outstanding innovative educators who will be invited to the school for this purpose. We have in mind, for example, Jeff Howard of *Efficacy*, Bob Moses of *The Algebra Project*, Frank Moretti of *The Dalton School*, Luyen Chou of *Learn Technologies*, and Susan Carey of *MIT*. The purpose of these presentations would be to expose teachers to new learning ideas and technologies, and then give teachers the time and support that would enable them to follow up in learning workshops. This way teachers will be able to develop the confidence and skills needed to introduce what they have learned into the classroom.
- We intend to open our program of workshops and presentations to teachers beyond the bounds of the charter school, to invigorate teachers throughout the Cambridge system. We will also document the presentations and workshops, making them accessible to other interested school systems.

C. Describe the school calendar and hours of operation of the school.

- Our school will operate from September through July, with a one month vacation in August. This decision is based on research which shows that a long summer vacation causes children who spend the summer in an impoverished environment to “forget” much of what they have learned. Children who are financially well off, typically spend much of the summer in an enriched environment of some kind. We see this as a prime factor contributing to educational disadvantage for poor children.

QUESTION #11- STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

- Our intention is to use standard measures of student performance, but also to recognize their limitations and constraints. We commit ourselves to search for a measure of creativity. Our concept encompasses open reconsideration of measures of student performance. We want to prepare students not only to continue learning in school, but also to continue learning in life.



- Students will successfully “defend” an 8th grade project and paper to a committee of teachers before graduation will be awarded.

B. What remediation will be available for underperforming students?

- Built into the proposed educational structure of our charter school is the creation of a daily “evening study” period, extending from 7:00 - 9:00 p.m. One of the main purposes of this study period will be to offer students remedial help.
- The regular classroom day will be structured to allow students and teachers to meet in frequent individual conference sessions.
- A tutoring center, staffed by parents, volunteers, and high school students will be open in the afternoons and before school.

C. How will the development of skills be measured.

- Standard testing procedures will be utilized in conjunction with portfolio assessment measures.

QUESTION #12 - SCHOOL EVALUATION:

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

- A subcommittee of the Board of Trustees will monitor, oversee, and review all internal evaluations from teachers, parents, students and administrators.
- We are currently talking with Holly Neuman and Dr. Howard Hiatt at the *American Academy of Arts and Science* about the possibility of this group doing an independent external evaluation of the school. The external evaluation will provide the opportunity for an unbiased, independent evaluation of the effectiveness of the school’s Board of Trustees.

B. How will the school establish regular dialogue with parents? With the community?

- Regular dialogue with parents will begin with their solid representation and participation on the Board of Trustees. In addition, the Board will have regularly scheduled, open, public meetings which both parents and - community members will be invited to attend.

- At semi-quarterly intervals, the school will hold Parent-Teacher nights, during which time parents, teachers, students, administrators, board members and the community will have an opportunity to engage in open dialogue.

QUESTION #13 - HUMAN RESOURCE INFORMATION:

A. How will teaching and administrative staff be selected?

Describe the standards to be used in the hiring process, including teacher certification requirements or other professional credentials. What is the targeted staff size?

- The Administrator-In-Charge of the Charter School will convene a group to interview prospective teachers or administrators who have been previously recruited by word of mouth, newspaper ads, and/or help donated by the Cambridge School Personnel Office (through negotiation).

The interviewing committee will be composed of teachers, administrators, parents, and students (grades 7 & 8). The ratings and committee's hiring recommendations will be forwarded to the Administrator-In-Charge. The final selection will be made by the Administrator-In-Charge, in conjunction with the Board of Trustees (who may or may not choose to have candidates undergo a final interview).

- Standards for appointment will include a genuine fondness shown by the teacher for all students, a high energy level, Massachusetts teacher certification in grade and/or subject area, or experiential work equivalent to such certification. Additional qualifications will include, an open and flexible approach to teaching, willingness to be innovative, aptitude in technology and a willingness to develop further in that area, and a history of meaningful and applicable employment or volunteer activity.
- We anticipate a staff size of 10-12 people.

B. How will teachers and administrators be evaluated? How often?

- Utilizing the Jon Saphier model of evaluation, teachers will be evaluated every two years. Evaluation will be performance based and will include:
  - classroom teachers.
  - contributing members of the staff.
  - communicators with parents and community.
  - performance of routine administrative duties and operations.
- Administrative evaluation will take place on a yearly basis, and will be contingent upon the way administrators:
  - frequently observe teachers.
  - speak directly and honestly to teachers.
  - produce feedback that is helpful and informed by knowledge about



teaching and about observing.

- see their mission primarily as stimulating and advancing teacher thinking about teacher instructional decisions.

- A subcommittee of the Board of Trustees, with additional representation from other occupational experts, will convene to evaluate administrators and to consult with them concerning their teacher evaluations. This subcommittee will forward their reports to the entire Board of Trustees, who will yearly vote on administrative contracts, and bi-yearly on teacher contracts. Reports will be based on evaluations and other pertinent data.

C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefits packages, and staff development.

- Much of this information will be the work of the newly constituted Charter School Board of Trustees. We are currently in negotiations with Cambridge Public School officials to learn more about this information. We are very much committed to staff development. This, we feel, is one hallmark of both teacher and administrator evaluation.

QUESTION #14 - SCHOOL GOVERNANCE:

A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.

- The school's management structure will consist of a board of trustees, subcommittees, an administrator in charge (i.e. principal) and an assistant.

B. How will the board of trustees be chosen?

- Teachers, administrators, students and parents will make up the board of trustees, 75% of whom will be chosen by school's founders. Selection of the remaining 25% of the board will be made by the board members themselves.
- Student representatives (accounting for 10% of the total voting board membership) will be selected by other students in the school. Students in grades 6-8 will be eligible to vote and participate, however, a favorable recommendation by a school faculty member will be considered a prerequisite for nomination.

C. Describe the roles and responsibilities of the board.

- To determine the mission of the school and implement the broad governing policies that will insure adherence to and respect for that mission.



- To review for final approval, all appointments for staff and teaching positions at the school.
- To set the calendar, pay, and benefits schedule for all school employees.
- To oversee all school-related operations, including but not limited to: budget concerns, recruitment of staff and students, physical plant issues, disciplinary actions taken against students or staff, and community relations.

D. Describe the relationship of the board to teachers, administrators, students and families.

- The board will set the tone and determine the broad goals to be met in all school-related issues. In keeping with this, the board will present itself, and in actuality be, absolutely representative of and sensitive to the needs of teachers, administrators, students and families.
- The board will be responsive to suggestions and grievances, and will act in all cases in the best interests of the school. Board meetings will be selectively open to interested parties in the school community, and meeting minutes will be available to the public.
- Announcements of proposed school policy changes will be made and distributed to all teachers, administrators, students and staff. Input and debate on all such proposals will be encouraged.

QUESTION #15 - BUILDING OPTIONS:

A. Describe your present options for a school building.

- At present we are negotiating with the Cambridge Archdiocese for use of the now empty, Saint Mary's school building on Harvard street near Central Square.

B. Demonstrate how this site would be a suitable facility for the proposed school.

- The Saint Mary's building was previously used as a high school and has adequate space for our purposes. In addition, as stated in the answer to question #4, the building is located in a neighborhood where a large portion of our target school population resides. In effect, using Saint Mary's allows us not only to house our program, but also to meet our goals with regard to integrating the school into the larger community that the students are a part of.

C. Discuss any progress or future plans for acquisition of a school building.

- We are in contact with the mayor's office in Cambridge, investigating the possibility of acquiring other school or public buildings, including any available parochial or private school facilities.

D. Describe financing plans, if any.

- We think most of our students will come from Cambridge. If we are able to secure a Cambridge public school building, we would anticipate negotiating with the Cambridge school department for a reduction in their average per pupil expenditures in order to meet building costs.

Other financing options would include negotiation of advance payment of operating funds from the Cambridge school department, enabling us to secure a long-term building lease or building ownership.

We intend to secure parent/student enrollment contracts as a way of determining early, our pupil count and approximate corresponding allocation of funds from the state. As a way of supplementing these funds we will actively pursue grant-funding opportunities and corporate donations.



AN UPDATED ENROLLMENT STUDY OF MINORITY ACADEMIC ACHIEVEMENT AT  
THE CAMBRIDGE RINDGE AND LATIN SCHOOL  
1991-92

## I. Introduction

In June 1986, the Concerned Black Staff of Cambridge and Latin School (CRLS) commissioned an enrollment study to examine minority academic achievement at CRLS by ascertaining the enrollment of minority students in upper-level courses as a function of their numerical representation at the high school. The June 10, 1986 enrollment patterns presented the following results;

1. Blacks and Hispanics are under-represented in upper-level math, science, and English courses.
2. Asians and whites are over-represented in upper-level math, science, and English courses.
3. The under-representation of Blacks and Hispanics is highest in math, followed by science and English, respectively.
4. Asians lead all ethnic groups in their representation in math, science, and English upper-level courses, followed by whites, Blacks and Hispanics, respectively.
5. Although there were four Indians (Native Americans) enrolled at CRLS on June 10, 1986, we found no enrollment of Native Americans in any upper-level courses.

The present enrollment study of March, 1992 is designed to update the June, 1986 study and to document any changes in the enrollment patterns nearly six years later. With the exception of one upper-level English course (Research Paper) we examined data from the exact same CRLS upper level courses in Math, Science, and English analyzed in June 1986. The educational assumptions in this study like the previous one are that increased enrollment in upper-level courses is synonymous with increased academic achievement, and that such enrollment should closely equal the schoolwide percentage of each ethnic group.

## II. CRLS Enrollment Patterns as of March 1992

Utilizing similar tables constructed in our first enrollment study we present the 1986 and 1992 results next to each other to facilitate comparisons. Please note that the 1992 data combines all Hispanics under one ethnic grouping instead of two.

Table 1 points up the changes in ethnic groups populating CRLS. The gains in Black and Hispanic populations have come at the expense of White students. CRLS is now a minority high school. Table 2 reveals that basically Whites and Asians are still over-represented in upper level math courses whereas Blacks and Hispanics are under-represented. In the last six years of special note is the decline in the percentage of CRLS Asian students taking upper level math classes from 45.3 to 23.4 % (table 3). Table 4 shows significant gains by both Black and Hispanic students in matriculation into upper level science courses over the past six years.



The six year decreases in White and Asian enrollments in upper level science classes still leaves them over-represented. The 20.4 percent of all CRLS students now taking upper level Science Courses is impressive up from 14.5 (Table 5). The situation in upper level English courses has not resulted in any changes in ethnic group positions. Table 6 shows that Whites and Asians are still over-represented in upper level English courses now as they were six years ago. Small percentage changes up for Blacks and Hispanics in 1992 still leave them under-represented but Hispanics are close. Table 7 demonstrates that the percentages of all CRLS students now taking upper level English courses has decreased slightly over the six year period. This also occurred with upper level Math courses.

Some might argue that 1992 is an abnormal year and does not really represent progress already in motion. To answer these questions we examined data available on student course requests for academic year 1992 - 1993 Tables 8, 9, and 10 present this data. Table 8 displays that the same pattern seen in 1992 for upper level Math courses is continuing in 1993. The percentages in Table 8 are very similar to those in Table 2. The success seen in the heightened enrollment of Blacks and Hispanics in upper level science courses for 1992 are definitely continuing when one looks at 1993 requests for upper level science courses in Table 9. Once again Table 10 reconfirms the enrollment patterns seen in Table 6. Tables 8, 9 and 10 all seem to basically support the validity of Tables 2, 4, and 6 1992 enrollment numbers and the resulting percentages. Thus, the 1992 patterns are not a one year anomaly.

Finally, we gathered some data relevant to gender considerations in upper level classes (Table 11) and in requested upper level classes for 1992 - 1993 (Table 12). Both tables demonstrate that females are over-represented in upper level classes compared to males. The over-representation is greatest in Math and English, and this follows the pattern documented in Tables 2 - 10.

### III. Comparative Results between 1986 and 1992 Upper Level Class Enrollments.

Comparisons utilizing the same upper level courses in Math, Science, and English analyzed in 1986 were compared with 1992. The results showed that:

- 1) Blacks and Hispanics are still under-represented in 1992 upper level Math, Science, and English courses. However, strong improvements were made in upper level Science enrollments.
- 2) Asians and Whites are still over-represented in 1992 upper level Math, Science, and English upper level courses. However, in most cases the percentage over-representation figures are not as high as they were in 1986.
- 3) The under-representation of Blacks and Hispanics is now highest in Math, English and Science respectively, representing a change in the last six years from Math, Science, and English.
- 4) Asians no longer lead all ethnic groups in their over-representation. Asians lead in Math but Whites have taken over the lead in being over-represented in English and Science.
- 5) The results from data of student course requests for academic year 1992 - 1993 confirm the enrollment patterns results of 1992, furthermore, the request results confirm the strong improvements seen in Science and the lack of any significant changes in Math and English.
- 6) A survey of gender enrollment in upper level courses shows a higher enrollment of females, than males in these courses. The percentages of females matriculated in these courses compared to their percentages at CRLS displays a definite over-representation in all three academic disciplines.

#### IV Summary

It has been six years since the previous concerned Black staff (CBS) enrollment study, and although Blacks and Hispanics make up a much larger percentage of the CRLS population now (1992) than in 1986, their enrollment in upper level Math, Science and English courses has not kept pace with their percentage increases in population. There have been marked improvements in Black and Hispanic enrollments in Science courses, but nevertheless they are still under-represented in Science as well as in English and Math. One might surmise that the science improvements might be related to: an infusion of three new young Science teachers; the success of the MIT design contest; a new Science coordinator; changes (ex. Scientific Principles) in the Science curriculum; an energetic Science Advisory Committee; the extra-curricular popularity of the Massachusetts Pre-Engineering Program (Mass Pep) and the CRLS Science Team (state champs). The lack of any meaningful improvement in either Math or English is striking. Perhaps these disciplines could institute some of the innovations which seem to have worked to encourage greater Black and Hispanic enrollments in Science.

Finally, with the exception of some improvements in Science there is still an under-representation of Blacks and Hispanics in upper level Math, Science, and English courses. Whites and Asians are still over-represented in these courses. Because of this Blacks and Hispanics will continue to be over-represented in intermediate and basic level courses. Six years later, with some gains in Science, at the highest levels of academic achievement at Cambridge, Rindge, and Latin School there still exists two separate populations of students - one, white and Asian, and another Black, and Hispanic.



## V REVIEW OF 1986 RECOMMENDATIONS

In the 1986 C.B.S. report a list of recommendations was suggested along with a rationale for each recommendation. What follows is a reiteration of each of those recommendations along with a current status report on what has been accomplished in the intervening six years.

- 1.) **RECOMMENDATION:** Hire a director of guidance with current and up-to-date experiences in order to better coordinate the delivery of guidance services at both the elementary and secondary levels.

**CURRENT STATUS:** A director of guidance for Cambridge Public Schools has not been hired.

- 2.) **RECOMMENDATION:** Monitoring, supporting, and evaluating student academic progress and achievement must be given high priority. The possible restructuring of the house system to include an academic teacher-in-charge or an academic coordinator to perform the functions mentioned above might send a message to all students about where CRLS priorities lie.

**CURRENT STATUS:** The CRLS Houses have begun to more closely monitor, evaluate, and recognize student academic achievement. The increase in house assemblies expressly geared to recognizing student achievement is evident. Academic Focus Luncheons, and other school-wide recognitions have also increased. However, the house structure does not include an academic teacher-in-charge, and most house administrators still spend the bulk of their time on disciplinary rather than academic pursuits. Budgetary constraints have also hampered some teacher initiatives (Core programs etc.) designed to better monitor, support, and evaluate student academic progress and achievement.

- 3.) **RECOMMENDATION:** Increase the capability of reporting academic grade results on a house and subject level. Faculty and staff must be encouraged to stimulate academic achievement and be made aware that this is as high a school-wide priority as is attendance.

**CURRENT STATUS:** Although the capability to achieve this recommendation clearly exists and may be being utilized by individual houses and curriculum leaders, reporting academic grade results on a house or subject level is not yet a school-wide priority. There has been an indirect effort by two CRLS students to stimulate CRLS academic achievement by utilizing student-completed course surveys.

- 4.) **RECOMMENDATION:** Organize, publish, and publicize the criteria for all awards, scholarships, and other prizes in a better manner.

**CURRENT STATUS:** This has been accomplished by the staff of the Student Service Center in general, and the work of Kate McMahon and Bill McLaurin in particular, Table 13 provides evidence of the kind of ongoing data now routinely collected in this area.



- 5.) RECOMMENDATION: More academic informational studies should be routinely conducted by department coordinators and CRLS staff so that we might better evaluate student progress, placement exams, and other standard academic measurements.

CURRENT STATUS: A few such academic informational studies have been done, but no where near the number that should be done on a routine basis. This is the first study since 1986 to revisit the issue of minority academic achievement at CRLS.

- 6.) RECOMMENDATION: Increase the quantity and quality of minorities in role model and decision-making positions within the high school, and especially within the faculty teaching upper-level courses.

CURRENT STATUS: There has been a marked increase in the number of minorities in role model and decision-making positions within the high school administrative structure. However, there continues to be a paucity of minorities in teaching positions, especially among those faculty teaching upper-level classes.

- 7.) RECOMMENDATION: The Cambridge School Department should make a concerted effort to increase parental educational involvement by: (1) hiring parent coordinators to work with high school parents; (2) producing a short orientation course for interested parents on services, courses, structure, and instruction at the School; (3) increasing parental empowerment by developing a line item in the budget supporting parental recruitment and education.

CURRENT STATUS: We currently have two excellent CRLS parent liaisons who have formed an active and effective Parent Advisory Committee (PAC). They have worked hard to increase parental educational involvement especially among minority parents. The PAC currently provides a parent handbook publication written in four different languages and specifically structured to better inform all CRLS parents about services, courses, structure, and instruction at CRLS. I am unaware of any line item in the budget specifically supporting parental empowerment through increased parent recruitment and education.

- 8.) RECOMMENDATION: CPS should appoint a blue-ribbon committee to further study academic achievement of Blacks and Hispanics at the high school and to work along with the key results committee to make additional recommendations for positive change.

CURRENT STATUS: Joseph Sateriale and Bill McLaurin followed the 1986 report with a system-wide report on Academic Achievement at CRLS with an emphasis on where the CRLS students attended elementary school. Entitled Towards Academic Achievement this report also compared minorities and non-minorities by reviewing report cards. However, a blue ribbon committee to further study academic achievement of Blacks, Hispanics, or any other ethnic group and to work with the key results committee has not been established.

TABLE 1 == PERCENTAGE AND TOTAL NUMBERS OF ETHNIC GROUPS AT CRLS  
(GRADES 9 - 12 )

	1986		1992	
	Total Number	Percentage	Total Number	Percentage
Whites	1337	52.50	852	41.0
Blacks	872	34.21	826	39.75
His.-Wht.	180	7.06	273*	13.14
Asians	117	4.59	124	5.97
His-Blk.	39	1.53		
Indian	4	0.156	3	0.14
<u>TOTAL ENROLLMENT:</u>	2,549 (100%)		2,078 (100%)	

\*(includes Blk and Wht Hispanics)

TABLE 2 == UPPER LEVEL MATH COURSES

	1986	*****	1992
TOTAL NUMBER OF STUDENTS MATRICULATED	240	-	148
TOTAL NUMBER OF WHITE STUDENTS	153(64%)	-	88(59.5%)
TOTAL NUMBER OF ASIAN STUDENTS	53(22%)	-	29(20%)
TOTAL NUMBER OF BLACK STUDENTS	32(13%)	-	25(17%)
TOTAL NUMBER OF HISPANIC STUDENTS	2(1.9%)	-	5(3%)

TABLE 3 == UPPER LEVEL MATH COURSES

	1986	****	1992
PERCENTAGE OF ASIANS AT CRLS TAKING UPPER LEVEL MATH	45.3	-	23.4
PERCENTAGE OF WHITES AT CRLS TAKING UPPER LEVEL MATH	11.4	-	10.3
PERCENTAGE OF BLACKS AT CRLS TAKING UPPER LEVEL MATH	3.7	-	3.0
PERCENTAGE OF HISPANICS AT CRLS TAKING UPPER LEVEL MATH	1.1	-	1.8
PERCENTAGE OF ALL STUDENTS TAKING UPPER LEVEL MATH	9.42	-	7.12

TABLE 4 == UPPER LEVEL SCIENCE COURSES

	1986	***	1992
TOTAL NUMBERS OF STUDENTS MATRICULATED	370	-	424
TOTAL NUMBER OF WHITE STUDENTS	254(68.6%)	-	219 (51.7%)
TOTAL NUMBER OF BLACK STUDENTS	65(17.6%)	-	136(32.1%)
TOTAL NUMBER OF ASIAN STUDENTS	46(12.4%)	-	31(7.3%)
TOTAL NUMBER OF HISPANIC STUDENTS	5(1.4%)	-	38(9.0%)

TABLE 5 == UPPER LEVEL SCIENCE COURSES

	1986	***	1992
PERCENTAGE OF ASIANS AT CRLS TAKING UPPER LEVEL SCIENCE	39.3	-	25.0
PERCENTAGE OF WHITES AT CRLS TAKING UPPER LEVEL SCIENCE	19.0	-	25.7
PERCENTAGE OF BLACKS AT CRLS TAKING UPPER LEVEL SCIENCE	7.5	-	16.5
PERCENTAGE OF CRLS HISPANICS TAKING UPPER LEVEL SCIENCE	2.8	-	13.9
PERCENTAGE OF OF CRLS STUDENTS TAKING UPPER LEVEL SCIENCE	14.52	-	20.4



TABLE 11 == GENDER IN UPPER LEVEL CLASSES 1991 - 1992

	MALE	FEMALE
UPPER LEVEL MATH	69(46.9%)	78(53.1%)
UPPER LEVEL SCIENCE	207(48.1%)	223(51.9%)
UPPER LEVEL ENGLISH	117(43.3%)	153(56.7%)
** 1991 - 1992 All CRLS Students **	1076(51.8%)	1002(48.2%)

TABLE 12 == GENDER IN REQUESTED UPPER LEVEL COURSES 1992 - 1993

	MALE	FEMALE
UPPER LEVEL MATH	66(46.2%)	79(53.8%)
UPPER LEVEL SCIENCE	215(48.9%)	225(51.1%)
UPPER LEVEL ENGLISH	120(44.1%)	152(55.9%)
** 1991 - 1992 All CRLS Students **	1076(51.8%)	1002(48.2%)

TABLE 13 == ETHNIC GROUP SCHOLARSHIPS-JUNE 1991

ETHNIC GROUP	POPULATION PERCENT	DOLLAR AMOUNT	DOLLAR PERCENT
American Indian	0.0%	-0-	0.0
Asian	6.7%	3,900	7.4
Black	39.9%	21,850	41.4
Hispanic	10.9%	5,150	9.7
White	42.5%	21,850	41.4
TOTAL	100.00%	52,750	99.99 (round)

\*Table 13 prepared by Kate McMahon.